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ABSTRACT

In order to meet the career investigation needs of young adults of Hispanic origin, a project was conducted in Indiana to adapt an audiovisual vocational interest test (the Comparative Career Search) to the Spanish language and to adapt the visuals so that 50 percent of the work roles were of persons of Hispanic origin. A listing of the occupations presently included in the Comparative Career Search was developed and reviewed to determine the specific photographs which were necessary for achieving a 50 percent Hispanic imagery in the 72-item career interest test. Nominations and requests were conducted to gain photographic permission to obtain the job-specific shots. Laboratory preparation converted the pictures to correct-format slides, which, in turn, were developed into filmstrips for the final product. The instructions, scoring directions, and answer format were translated from English to Spanish and both printed and narrated to produce the answer sheet and taped directions. Following quantity production, a task force of Spanish speaking persons reviewed the instrument by completing the test. Their suggestions for improvement were gathered and are provided in the recommendations for further development and dissemination. (Author/KC)

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FINAL REPORT

of

ADAPTING A VOCATIONAL INTEREST TEST (IN AUDIO-VISUAL FORMAT) FOR HISPANIC USE

PROJECT NUMBER: FY-81-8087-P

a special demonstration project
funded by a grant from the
Indiana Department of Public Instruction
Division of Adult and Community Education
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as amended.

Grantee: Penn-Harris-Madison School Corporation
Indiana Career Resource Center

Project Director: Gerald O. Dudley, PhD
Director

Date: June 30, 1981

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Abstract

of

Adapting A Vocational Interest

Test (in audio-visual format)

for Hispanic Use

Project #FY-81-8087-P

Agency: Penn-Harris-Madison School Corporation

Indiana Career Resource Center

Director: Gerald O. Dudley, PhD

Duration: October 1, 1980 through June 30, 1981

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Objectives Accomplished:

a. The Comparative Career Search vocational interest test filmstrip was adapted so that at least 50% of the work roles photographed were of Hispanic imagery.

b. The Comparative Career Search answer sheet was converted from English to Spanish words and phrases.

c. The Comparative Career Search taped narration of directions and scoring instructions was recorded in Hispanic dialect.

d. The adapted version of the Comparative Career Search was field tested among Hispanic (Mexican) adult groups and comments and observations were recorded for use in later adaptations.

e. Quantity copies of the Comparative Career Search (Hispanic) were produced for product dissemination purposes to the funding agency.

1. Components and quantity:

   (a) 15 copies of filmstrip/cassette format

   (b) 3 copies of slide/cassette format

   (c) 1 copy of video-tape format

   (d) 20 User's Handbooks in Spanish

   (3) 5,000 CCS (Hispanic) answer sheets

Procedures Used:

A listing of the occupations presently included in the Comparative Career Search was developed and reviewed to determine the specific photographs which were necessary for achieving a 50% Hispanic imagery in the 72-item career interest test. Nominations and requests were conducted to gain photographic permission to obtain the job-specific shots. Laboratory preparation converted the pictures to (correct-format) slides, which, in turn, were developed into filmstrips for the final product.

The instructions, scoring directions, and answer format were translated from English to Spanish and both printed and narrated to produce the answer sheet and taped directions.

Following quantity production, a task force of Spanish speaking individuals reviewed the instrument by completing the test. Their suggestions for improvement were gathered and are provided in the recommendations for further development and dissemination.

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ADAPTING A VOCATIONAL INTEREST TEST (In Audio-Visual Format) FOR HISPANIC USE

Section I. Introduction

A. Purpose

Throughout the young adult years, most persons are in some relative degree of shaping their vocational destinies. It is during this period of life that they need help with the identification of those careers in which they might find satisfaction. The choice of a career of a broad spectrum of occupations in which satisfaction seems optimal, may be aided through the proper application of vocational interest measurement.

The Hispanic population is presently unable to participate in these activities because the language barrier makes it difficult for them to accurately respond to interest measurement - in its present format.

The rationale for using interest tests with young adults is:

a) To allow them to perceive a large variety of work settings and focus on those options which seem most personally appropriate, and;

b) To provide an organized description of information about themselves so that self-awareness, self-understanding, and future planning might be scientifically enhanced.

B. Specific Need

The opportunity for Spanish-speaking adults to utilize career counseling is limited because career and vocational interest tests are not available in a format that:

1) Uses the Spanish language in the directions for taking and interpreting the test,
2) Role-portrays Hispanic individuals in a variety of worker settings, or
3) Provides a method of relating interest test results to career and vocational planning.

This project will directly address those needs by adapting the Comparative Career Search to Spanish.

C. Documentation

A concensus among the results from needs assessments with adult basic education clients is their request for career planning assistance. Migrant populations who completed responses to a state questionnaire given to limited English speaking adults overwhelmingly ranked this need highest.

Vocational counseling efforts among Hispanic populations are hindered by cultural expectations as well as by a lack of career planning resources in Spanish format. One type of valuable resource in the vocational counseling process is the vocational or career interest inventory.

The choice of careers is thought to be aided by the

use of properly interpreted interest test results. The presently available instruments are inappropriate for use with limited English speaking adults because of: reading requirements, non-motivational formats, scoring and reporting delays, need for adult specialist monitoring, and improper validation.

On the one hand, needs assessment results report vocational guidance as important in the career planning of adults, but on the other hand persons who have close contact with Migrant and Hispanic adults report the language barrier as a reason for not being able to administer and interpret interest tests.

Faced with a similar problem with low motivated, disinterested-reader youth, the Indiana Career Resource Center conceptualized, developed, validated, and normed an interest test uniquely appropriate to that youth population.

Under its earlier development, a number of problems, common to other interest surveys, have been overcome through the validation and norming of the Comparative Career Search. The following problems and solutions show how this interest inventory has developed:

a) Reading is a requisite to the completion of most interest inventories. Since the CCS gives directions through recorded audio tape, no reading is required.

b) Motivation to take tests is not true of most tests. The CCS uses a color filmstrip format as well as popular musical background during

testing to overcome that handicap.

c) Most test scoring requires maching scoring and thus delays between taking and interpreting of the results. The CCS allow self-scoring through recorded directions and interpreted suggestions.

During the past 8 years, a majority of these needs have been satisfied, for an English speaking population, through the development, validation, and norming of the Comparative Career Search. This cassette/filmstrip measure of vocational interests requires no reading to complete. The pictures are projected on a viewing screen while a separate cassette provides directions and a paced, musical background. Choices are made by respondents on a separate answer form. The research and field testing has produced a test which is easy for adults to complete and provides an immediate profile of potential occupations or education majors to explore through career development activities.

The problem left to overcome with this project was one of converting both worker pictures, spoken directions, and answer sheet information from English to Spanish. In addition, a Spanish language self-exploration booklet needed to be developed so that the interest test results might be used for a self-exploration career development process.

This project proposed to overcome the language problem by converting the pictures, directions, and

answer sheets of the Comparative Career Search to Spanish.

D. Target Population

The specific individuals for whom the products of this project should have greatest impact are Spanish-speaking adults. With the availability of this vocational interest test, adult education personnel will have a capability for assisting their adult students using interest test results.

E. Objectives

The following objectives and activities were proposed as a means to extend the usefulness of this instrument to the Spanish speaking populations found in a variety of adult education programs in Indiana.

Four broad goals were pursued throughout the project year to insure a quality and usable product.

a) To adapt a vocational interest test (Comparative Career Search) filmstrip so that it portrays at least 50% of the work roles with Hispanic imagery.

b) To translate the hand-scorable answer sheet from English to Spanish vocabulary.

c) To re-record the script of spoken directions to Spanish from English.

d) To field test the prototype using Hispanic adults in the South Bend area.

Section II. Design

A. Background

Since the need for career planning was evident among Spanish-speaking populations and since an adult-validated, youth normed instrument was available in English language format, this project sought to adapt the test to Spanish format.

The Comparative Career Search was validated on an adult population of workers (job incumbents) in 1976. The results indicated that the workers highest scores were in those work families in which they were performing and satisfied. 300 adults responded to the validation research and represented over 120 occupations. Further research using high school and young adult age individuals (over 5000) produced interpretive norms for the tests.

B. Conduct of Activities

Each of the activities planned for this 9-month project was designed to develop outcomes which related to the four project goals. This required the development of procedures which related to: picture portrayal of workers in various work stations, word translation from English to Spanish, field testing of prototype products, and reporting of progress and product attainment.

1) Picture Portrayal Methodology

a) The first task accomplished was to determine the specific work environments (already portrayed in the CCS) which should be portrayed with Hispanic featured job incumbents. 17 of the pictures were already of Hispanic

featured persons and 10 were of work environments in which the features of the worker were representative of any race. Thus 27 of the 132 pictures required were already of the type planned for the Hispanic version of the CCS. With a 50% rate expected for Hispanic workers, it was necessary to plan to change at least 39 more job incumbent pictures from Caucasian to Hispanic. (see appendix A)

The following pictures were planned for changing in this manner: XA, ZB, 2B, 4A, 4B, 5A, 6B, 7B, 8A, 8B, 10A, 10B, 11A, 12B, 13A, 14A, 15B, 16A, 19B, 22A, 22B, 24A, 27A, 29A, 32A, 34B, 37A, 37B, 41A, 42B, 43A, 44A, 44B, 45B, 53A, 62A, 64A, 66A, 68A, 68B, 70B, and 72B. These identified pictures were the 42 pictures for which specific workers were sought to photograph for the (Hispanic) CCS.

b) The second task which was accomplished was that of making contact with areas of the state where the liklihood of pocket populations of Migrants and settled-out Mexicans were living and working. The South Bend and Gary and communities were searched and contacts in those communities were able to provide arrangements whereby the 42 pictures were taken. In most cases at least 4 to 8 poses were provided to assure a useful picture which was similar to the one in the original CCS.

c) The new pictures were arranged in the order necessary for slide production and photographed to form the 2 x 2 color slides which make up the content of the test. As the slides were produced, they were shown individually to two career consultants, three Hispanic career educators and language teachers, and three directors of adult basic education. They suggested basic changes in the various slides to make them more visible to audiences. Most of the changes related to the density of color when projected on a screen. No negative comments were rendered so the slides were considered ready for filmstrip production.

To achieve this task, the Radmar Laboratories in Highland Park, Illinois were contacted to prepare a "release print" of various densities to be evaluated. Once one of the prints was determined to be of good quality, the production of filmstrips was authorized and achieved.

2) Word Translation Methodology

a) The first task accomplished in word translation was to seek out individuals who could provide accurate translation of the English words into Spanish. Requests for bids to accomplish the task were announced

and their submitted bids were inspected for cost efficiency and evidence of previous experience in similar ventures.

The consultant chosen to accomplish the task was provided with the English script, an English version of answer sheet words and a copy of the Handbook for test administrators from which Spanish versions were produced.

The consultant used a second opinion among the Hispanic community to assure correct translation prior to turning the completed copy over to this project. Copies of both English and Spanish scripts are included in Appendix B.

b) The second task was one of selecting a narrator with Mexican dialect and with a radio quality voice to narrate the directions and instructions from the translated copy.

This required auditioning several persons who indicated an interest in this consulting task. From the taped result, a group of three audio-visual specialists selected the person who did the narration.

c) The taped narration was submitted to Larry Stucker Productions, Inc. in South Bend where a studio quality tape, including both

narration and music, was prepared. The tape was evaluated in concert with the color slides earlier produced to make certain that the timing and pacing of both were synchronized.

d) With the front and reverse side of the test score sheet translated to Spanish, a rough draft of the format was submitted to NCS Data Forms of Lancaster, Pennsylvania for preparation of a proof copy of the answer sheet.

Following the inspection and proof reading of the answer sheet, quantity copies were requested. Copies of both the English and Spanish versions of the answer sheet are appended as Appendix C.

3) Field Test Methodology

Prototype copies of the Comparative Career Search were provided to facilitators in two Hispanic related projects in Northern Indiana. La Casa, Inc. in South Bend gathered verbal responses from both staff members of the organization and a small group of adults representing maintenance workers and housewives.

The Latin American Family Education Program, Inc. of Gary, Indiana provided a field test site where faculty, young and older adult Hispanic students voluntarily completed the instrument and made suggestions.

In both sites, the test administrator was requested to follow the directions as closely as possible, to supplement the instructions where necessary and to observe the difficulties and successes achieved by the test takers.

At the end of the session they were instructed to gather suggestions for improvement of the directions, to solicit whether the clients felt satisfied with the test results, and to request comments about the perceived quality of the instrument.

From these comments and observations it is possible to prepare a list of recommendations for making the product more effective in later versions of the Comparative Career Search.

Section III. Results

Two types of results emerged from this project: the products which have utility for assessing the vocational interests of Hispanic adults, and the collection of reactions, observations, and suggested changes resulting from advisory group and field test activities.

A. Products developed by the project.

The complete set of multiple products which resulted from this project have been made available to the Division of Adult and Community Education in Indianapolis.

These products are:

a) 15 copies of the Comparative Career Search (Hispanic) in filmstrip/cassette format.

Each of the copies is contained in a plastic container suitable for shelving or mailing. Included also in the container is a single copy of the User's Handbook in Spanish format.

b) 3 copies of the Comparative Career Search (Hispanic) in slide/cassette format. Each of the copies is contained in a dust-proof container suitable for shelving or mailing. Included also in the container is a single copy of the User's Handbook in Spanish format.

c) 1 copy of the Comparative Career Search (Hispanic) in videotape format. This copy is contained in a dust-proof container suitable for shelving or mailing. Included also with the container is a single copy of the User's Handbook in Spanish format.

d) 5,000 (or fewer, since some were used in field tests) answer sheets suitable for being used with the above test formats. (Appendix C contains a copy of this form).

B. Field Test Results

During field testing, two locations provided reactions to the developing and completed test forms. One of these locations was La Causa, Inc. of South Bend and the other was Latin American Family Education Program, Inc. of Gary, Indiana.

As the project developed they were willing to provide staff time to review the pictures, script, and formatting. They invited youth and adults to be present for the re-

view, but were not totally successful in getting suggestions which would be technically beneficial.

Both of the projects did take a copy of the finished product and used it with Spanish-speaking adults in families who were of Latino descent. The procedure suggested for obtaining feedback was as follows: First, give a brief explanation of the nature and use of interest testing; second, administer the test as developed and provide only support and problem resolution comments; third, de-brief the participants regarding their feelings and satisfaction with the results.

In both field test centers combined, a total of 52 persons of Latin Heritage took the Comparative Career Search in small group settings. The age range of the clients was from 17 to 72 with the majority in the thirties. Many of the participants were housewives and most were from semi-skilled employment settings.

The facilitators at both sites were proficient in Spanish and were competently trained in administering the survey. They were requested to observe and take notes for later review.

From this set of notes it was possible to draw several conclusions and make recommendations for further revision of the instrument.

Section IV. Conclusions/Recommendations

A. Conclusions

There was general agreement from all participants regarding several important aspects of vocational interest

measurement:

1) First, all of the persons who were involved in the test taking experience were pleased to be able to have information of this type about themselves. They had never taken a test of this nature and were totally satisfied that the results would be useful to them in future work considerations.

2) Second, up to the time of this test administration all of the subjects had considered testing as having right or wrong answers, and had some difficulty being spontaneous in their answers. They remained dependent on the facilitator for suggestions and clues. All of the clients had a test set for providing maximum performance and were totally unaccustomed to providing habitual performance responses.

3) Third, the photographs of job incumbents used in the instrument were seen as useful by the clients and facilitators for broadening career awareness. Discussion within the group was prompted by the pictures and a desire to find out what the person's work role was. This sometimes caused much more than the allowed time limit to ensue.

B. Recommendations

Several specific recommendations have been made which should be accommodated in any updates or continued

production of the product. These suggestions came from both the facilitators and the clients.

1) ESL participants need to be made aware of the nature of the instrument at the beginning of any session. This should include instructions that every item requires one of three choices--no blanks allowed. Also the instructions should stress a test set that there are no right or wrong answers and that their results will be compared with persons in the job--for feedback purposes.

   To accomplish this task it was recommended that an advance organizer be developed which would have practice sheets to complete before handing out the CCS answer sheets.

2) It was recommended that some of the photographs used in the directions for test taking and those for test scoring lack consistency. If directions for totalling A responses are varied when totalling B's or ?'s the client is confused. Since ESL participants are used to routine and step-by-step procedures they become somewhat confused by variety in directions.

   To accomplish this task, it is recommended that any future photographs of the answer sheet be carefully staged so that they do not include extraneous materials not used in the narrative statements and instructions.

3) It was recommended that the tape be re-narrated with a person (perhaps an evangelist) who had excitement in their voice, rather than clarity in their speech and enunciation.

   To accomplish this task would require auditioning of a number of talents for sample tapes which could be evaluated by a client group.

4) It was recommended that, in addition to asking the test taker to consider the occupations on the reverse side of the answer sheet, more comments should be given to the fields of study related to those jobs. The rationale for this comes from two conditions. First, education is of prime consideration because they see it as a way to advance in life. Second, many of the participants are housewives and are content to remain so. They have little interest in exploring new jobs. They are excited however in the discovery of areas in which they can gain new skills and knowledge helpful to their duties and pleasures.

The majority of the recommendations are of a technical nature relating to camera positioning, voice quality, and instructional technology in practice efforts. With these changes accomplished in future versions of the instrument, it is expected that the ESL classes throughout Indiana could easily take advantage of the test and could routinely assist students in interest assessment and career planning.

APPENDIX A

The enclosed list includes all of the occupations represented in the English version of the Comparative Career Search. The headings for the list are as follows: # means the number assigned to that picture in the original test; title means the job title which was validated to represent the photograph it depicts; D.O.T. means the Dictionary of Occupational Titles classification of the title; M/F/N means whether the incumbent was male, female or non-descript; C/H/B/N depicts whether the original photograph was of Caucasian, Hispanic, Black, or nondescript feature; H represents the Holland-type classification of the job.

#	TITLE	D.O.T.	M/F	C/H/B/N	17. H	COMMENTS
XA	Horticultural-Speciality Grower or Plant Propagator	405.161-018 or 405.361-010	M	C	I	
XB	Salesperson, Furniture	270.357-030	F	C	E	
YA	Legal Secretary	201.362-010	M	B	C	
YB	Sculptor, Clay	144.061-018	F	C	A	
ZA	Manager, Service Department	187.167-142	F	C	R	
ZB	General Practioner	070.010-022	M	C	S	
1A	Secretary or Collator Operator	201.362-030 or 208.685-010	M	C	C	
1B	Salesperson, Women's Appare' and Accessories	261.357-066	F	C	E	
2A	Proofreader	209.387-030	F	C	C	
2B	Meteorologist or Weather	025.062-010	M	C	S	
3A	Audit Clerk	210.382-010	F	H	E	
3B	Cosmetic Demonstrator	297.354-010	M	C	A	
4A	Reservation Agent	238.367-018	F	C	E	
4B	Chemistry Technologist	078.261-010	F	C	I	
5A	Instructor, Sports	153.227-018	F	C	S	
5B	Sewing Machine Operator	783.682-010	F	H	A	
6A	Airplane Flight Attendant	352.367-010	F	H	S	
6B	Land Surveyor	018.167-018	M	C	R	

7A	Musician Instrumental	152.041-010	M	C	A
7B	Animal Caretaker	410.674-010	F	C	I
8A	Clothes Designer	142.061-018	F	C	A
8B	General Clerk or File Clerk	209.562-010 or 206.362-010	F	C	C
9A	Cytotechnologist	078.261-010	F	H	I
9B	Instrument Repairer	722.281-010	M	H	R
10A	Chemist	022.061-010	M	C	I
10B	Computer-Laboratory Technician	003.161-014	M	C	C
11A	Tune-Up Mechanic	620.281-066	M	C	R
11B	Ticket Agent	238.367-026	F	C	E
12A	Construction Worker	869.664-014	M	C	R
12B	Driving Instructor	099.223-010	M	C	S
13A	Bindery Worker	653.685-010	F	C	C
13B	Manicurist	331.174-010	F	N	S
14A	Accountant	160.167-014	F	C	C
14B	Painter	144.061-010	M	H	A
15A	Sales Representative, Office Machines	275.357-034	M	C	E
15B	Aeronautical Engineer	002.061-014	M	C	I

16A	Salesperson Automobiles	273.353-010	M	C	E
16B	Painter	970.381-026	M	C	A
17A					S
17B					R
18A	Magistrate	111.107-014	M	C	S
18B	Pharmacist	074.161-010	F	H	I
19A	Alterations, Tailor	785.261-010	F	H	A
19B	Keypunch Operator	203.582-030	M	C	C
20A	Quick Sketch Artist	149.041-010	M	H	A
20B	Shoe Repairer	365.361-014	M	B	R
21A	Dentist	072.101-010	M	B	I
21B	Architect	001.061-010	M	C	C
22A	Cashier Clerical	211.362-010	F	C	I
22B	Data-Coder Operator	203.582-026	F	C	E
23A	Farm Worker, General	421.161-010	N	N	R
23B	Airline Security Representative	372.667-010	F	C	S
24A	Forest Ecologist	040.061-030	M	C	R
24B	Supervisor, Safety Deposit	186.137-010	M	C	E

25A	Teller	211.362-078	F	C	C
25B	Sculptor	144.061-018	M	B	A
26A	Operations Officer	186.167-050	F	C	C
26B	Psychologist Experimental	045.061-018	M	H	I
27A	Salesperson, General Merchandise	279.357-054	M	C	E
27B	Drafter, Architectural	001.261-010	M	C	A
28A	Insurance Clerk	205.567-010	F	C	E
28B	Station Installer and Repairer	822.261-022	M	B	R
29A	Waiter/Waitress Captain	311.137-018	M	C	S
29B	Electrical Repairer	825.281-010	F	C	I
30A	Teacher, Secondary School	091.227-010	F	B	S
30B	Shorthand Reporter	202.362-010	M	C	C
31A	Sculptor	144.061-018	M	B	A
31B	Cook Helper, Pastry	313.687-010	M	H	R
32A	Teacher, Art	149.021-010	M	C	A
32B	Clerk Typist	203.362-010	M	B	C
33A	Anthropologist	055.067-010	F	H	I
33B	Air-Traffic Control Spec., Tower	193.162-018	M	C	E

34A	Material Scientist	029.081-014	M	C	I
34B	Host/Hostess Restaurant	310.137-010	M	C	S
35A	Utility-Tractor Operator	850.683-046	N	N	R
35B	Librarian	100.127-014	F	C	E
36A			M	C	R
36B			F	H	S
37A	Adding Machine Operator	216.482-014	F	C	C
37B	Data Examination Clerk	209.387-022	M	C	I
38A			F	C	C
38B			F	C	A
39A	Securities Trader	162.157-042	M	C	E
39B	Trawl Net Fisher	441.684-010	N	N	R
40A	Salesperson Sporting Goods	277.357-058	F	C	E
40B	Office Machine Supervisor	633.281-018	F	C	I
41A	Respiratory Therapist	079.361-010	F	C	S
41B	Bookkeeping-Machine Operator	210.382-022	F	N	C
42A	Teacher, Secondary School	091.227-010	M	C	S
42B	Driver, Sales Route	292.353-010	F	C	R

43A	Photographer, Still	143.062-030	M	C	A
43B	Receptionist	237.367-038	F	H	C
44A	Camera Operator Television	146.062-022	M	B	A
44B	Sales Agent, Real Estate	250.357-018	M	C	E
45A	Hydraulic Engineer	005.061-018	M	C	I
45B	Instructor, Sports	153.227-018	M	C	S
46A					I
46B					E
47A					R
47B					S
48A	Welding Technician	011.261-014	F	H	R
48B	Dramatic Coach	150.027-010	M	H	A
49A					C
49B					A
50A	Secretary	201.362-030	M	H	C
50B	Drafter, Structural	005.281-014	F	C	R
51A	Meat Counter Clerk	290.477-018	M	C	E
51B	Medical Assistant	079.367-010	M	C	I

52A	Sales Representative, Recreation and Sporting Goods	277.357-026	F	C	E
52B	Medical Records Technician	079.367-014	N	N	C
53A	Counselor	045.107-010	F	B	S
53B	Locomotive Engineer	910.363-014	N	N	R
54A	Recreation Leader	195.227-014	M	C	S
54B	Secretary	201.362-030	F	N	C
55A					A
55B					E
56A	Instructor, Dancing	151.027-014	F	C	A
56B	Hair Stylist	332.271-018	M	C	S
57A					I
57B					E
58A	Tester Regulator	710.387-010	M	C	I
58B	Athletic Trainer	153.224-010	F	C	S
59A	Structural-Steel Worker	801.361-014	M	C	R
59B	Floral Designer	142.081-010	M	C	A
60A	Blacksmith	610.381-010	M	C	R
60B	Podiatrist	079.101-022	M	C	I

61A	Tax Accountant	160.162-010	M	C	C
61B	Farmworker, Livestock	410.664-010	M	N	R
62A	Cashier, Checker	211.462-014	M	C	C
62B	Dental, Hygienist	078.361-010	F	C	I
63A	Salesperson, Furniture	270.357-030	M	C	E
63B	Bookkeeping Machine Operator	210.382-022	F	C	C
64A	Salesperson Men's & Boy's Clothing	261.357-050	F	C	E
64B	Fire Fighter, Crash, Fire & Rescue	373.663-010	F	C	R
65A	Emergency Medical Technician	079.374-010	M	C	S
65B	Editor Publications	132.037-022	M	C	C
66A	Waiter/Waitress, Club	352.677-014	F	C	S
66B	Salesperson, Household Appliances	270.357-034	M	C	E
67A	Radio Announcer		M	B	A
67B	Minister		M	C	S
68A	Reservation Clerk	238.362-010	F	C	E
68B	Painter, Hand	970.381-022	F	C	A

69A	Electronic Technician	003.161-014	F	C	I
69B	Veterinarian	073.101-010	F	C	S
70A	State Highway Police Officer	375.263-018	M	C	I
70B	Choral Director	152.047-010	M	C	A
71A	Log Loader	921.687-022	F	C	R
71B	Electrical-Equipment Tester	729.381-010	F	C	I
72A	Bricklayer	861.381-018	F	C	R
72B	Salesperson, Photographic Supplies and Equipment	277.357-050	M	C	A

APPENDIX B

The enclosed scripts are English and Spanish words and phrases accompanying the sequential frames or slides in the Comparative Career Search vocational interest test. The numbers on the left are the slide or frame numbers of the test.

1. No Sound

2. No Sound

3. No Sound

4. .....This is a survey to assist you in discovering those jobs that interest you most. Your answer sheet has seventy-two (72) spaces for you to mark. (Signal)

5. The film shows people at work. The two photographs are of persons doing <u>different</u> jobs. The drawings beside them are clues to the tasks they are performing. (Signal)

6. During the survey, you will be asked to select your preference for the upper drawing and photograph - labeled A,.....or the lower pair - labeled B. (Signal)

7. You will then mark your answer to show the choice of work <u>you</u> prefer - that is, <u>either</u> A or B. If you cannot decide, blacken in the (?) response space.....(Signal)

8. The pictures show people at work. Your choice of A or B should <u>not</u> be influenced by the sex of the persons in the pictures but by the work they are doing. (Signal)

9. On the left side of your answer sheet is an example box. Find that box, for in a few moments you will be using it to mark your preference for three sample pictures.....(Signal)

10. Remember, if you prefer the kind of work pictured in A, blacken the response space below the letter A. If you prefer the kind of work pictured in B, blacken the B response space. If you have difficulty making a choice, you may blacken the (?) space. Mark in the example box only one response for each picture.

    You will have about 10 seconds to mark your choice for each of the next three example pictures. (Signal) Mark Now!

11. (Bring up music) (After 10 seconds, signal)

12. (Continue music) (Signal after 10 seconds)

13. (Continue 10 seconds of music, then fade.....) Do you have any questions? If you do, stop the sound until your questions are answered. (Pause 4 seconds). Make certain the number shown in the picture is the same as the response number you are marking on your answer sheet. If there are no questions, begin marking your responses to the next 72 pictures. (Signal)

14-
85. Begin (Continuous music starts with pulse signals every 11 seconds).

86. You are now ready to figure your results from the Comparative Career Search. When this scoring process is completed, you will have seven (7) scores -- six (6) will be row totals and one (1) will be the total number of (?) responses. When you hear this signal...Beep...you should stop the sound and complete the step; then restart it for further directions...(Signal)

87. To begin, count the number of A responses you darkened across the top two rows on your answer sheet.....Write that number in the box with the arrow pointing toward it and the A above it.....A responses only, not B responses...Beep...(Signal)

88. Continue, by counting the number of A responses you darkened in the five (5) remaining double rows.....Write each two row total in the box that the arrows point to...Beep...(Signal)

89. Next, you are to count the number of B responses you darkened. This is done differently from your A count.....To begin, count the number of B responses you darkened down the first column on your answer sheet.....Write that number in the box with the B beside it at the bottom of the answer sheet..... B responses only, not A responses...Beep...(Signal)

90. Continue, by counting the number of B responses you darkened in the next five (5) columns.....Write each column total in the box that the arrows point to at the bottom of the page... Beep...The B responses in the last column are not counted, so no box has been provided for that B total.....(Signal)

91. Next, the A and B box scores are to be added together..... Look at the example on the screen.....The number you wrote in the A box with the Roman Numeral I beside it should be transferred to the space below the B box with the same Roman Numeral.....Then add the two numbers together to get the Roman Numeral I total score...Beep...(Signal)

92. Now, Continue to transfer each A total to the appropriate space and add it to the B total with the same Roman Numeral beside it...Beep...(Signal)

93. To determine your total number of (?) responses, count each (?) you darkened across each row.....Place these totals in the arrow boxes at the left of each row.....(?) responses only...Beep...(Signal)

94. Add all the (?) arrow box totals together and write that sum in the (?) total box at the bottom of the page...Beep ...(Signal)

95. Turn your answer sheet over.....Look at the example on the screen.....In the circled area are seven (7) boxes, six (6) Roman Numeral boxes and one (L) question mark box.....(Signal)

96. Transfer your total scores from side one (1) to these seven (7) boxes.....Please write your numbers so they cover the Roman Numerals inside the boxes...Beep...(Signal)

97. The seven (7) box scores you just transferred can now be interpreted, using either the upper or lower graphs on side two. You should mark an X across the graph you will not be using. The upper graph is appropriate if you are female and the lower one, if male. (Signal)

98. Each bar graph is a three-sectioned picture that compares your scores with those made by others who took this survey.

Start your comparisons with the bar graph that has the (?) above it.....Look at your own (?) box score.....If you are female and your (?) score is 32 or more or if you are male and your score is 37 or more, you should be cautious about the value you place on the remaining survey results..... Being undecided is a characteristic of many persons who are still exploring their life.....If you score in the lower two ranges, you have reason to place more importance on your results.....(Signal)

99. Each of your other six box scores has a bar graph for you to compare your results with the results of others.....(Signal)

100. To determine the bar graph range for your six remaining scores, study this example.....The box score for Roman Numeral I is six (6). This number six can also be found on the total score numbers on the left side of the answer sheet. By drawing an arrow from this six (6) into the bar graph above Roman Numeral I we hit a section of the bar graph with the letter B on it...(Signal)

101. In the same way you can discover the section and letter for each of your six (6) box scores. Nor mark your own...Beep... If any number seems to be between two sections, use the upper one...(Signal)

102. After you have discovered your six (6) contrast letter codes, transfer each letter to the appropriate blank circle on the top part of your answer sheet. There is one blank circle for each of your six letter codes...Beep...(Signal)

103. A codes represent the areas of your strongest interests..... Take some time now and study the occupations and fields of study under those A codes...Beep...(Signal)

104. Focus your attention back on the screen.....The persons who work at occupations listed in each column have career interests that are similar. Their vocational personalities are suggested by the cluster names given to each group of workers. In most cases, you will find that your vocational personality is a combination of more than one cluster...Beep...(Signal)

105. Turn your answer sheet back to side one.....On the upper part of your answer sheet, find the six (6) boxes shown in this example.....This is a scale to help you determine the consistency of your choices for pictures repeated in the survey.....(Signal)

106. Compare your responses to pictures (5) and (71).....Are your responses the same or are they different?.....(Signal)

107. If they are the same, place a check mark inside the (5) and (71) square.....If your responses are different, leave the square blank.....(Signal)

108. On each side of the remaining five (5) squares are the numbers of the pictures you should now compare in the same way... Beep ...The fewer check marks you have, the greater is the reliability of your test results.....(Signal)

109. CREDITS

1. Sin Sonido

2. Sin Sonido

3. Sin Sonido

4. .....Esto es una encuesta para syudarlo a descubrir aquellos trabajos que mas le interesan. Su hoja de contestaciones contiene setenta y dos (72) espacios donde usted marcara su respuesta. (Señal)

5. La penicula muestra personas en sus trabajos. Dos de las fotografias son de personal ejecutando diferentes trabajos. Los dibujos contiguos son guias para las tareas que llevan a cabo. (Señal)

6. Durante la encuesta se le pedira que indique su preferencia entre los dibujos y las fotos superiores - tituladas A,... o la parfja inferior - titulada B. (Señal)

7. Luego marcara aquella contestacion que muestra la alternativa de trabajo que usted prefiere - es decir, A o B. Si no puede decidir, oscurezca el espacio de la respuesta (?)..... (Señal)

8. Los retratos muestran personas trabajando. Su seleccion sea A o B no debe estar influenciada por el sexo de las personas en los retratos, si no por el trabajo que realizan. (Señal)

9. En el lado izquierdo de la hoja de contestaciones hay un encasiliado de ejempio. En unos momentos estara usted usando este encasiliado de ejemplo para indicar su preferencia entre

los tres retratos de muestra.....(Señal)

10. Recuerde, si usted prefiere el tipo de trabajo mostrado en A, oscurezca el espacio de respuesta debajo de la letra A. Si prefiere el tipo de trabajo mostrado en B, oscurezca el espacio de respuesta B. Si no puede decidir, oscurezca el espacio (?). Marque solamente una respuesta por cada retrato.

Usted tendra alrededor de 10 secundos para marcar su decision for cada uno de los siguientes tres retratos de ejemplo, (Señal) Marque ahora!

11. (Presentacion de musica) (Luego de 10 segundos, señal)

12. (Musica continua) (Señal luego de 10 segundos)

13. (Continuan 10 segundos de musica, luego se desvanece....) ¿Tiene alguna precunta? Si tiene alguna detenga el sonido hasta que su pregunta sea contestada. (Pausa de 4 segundos). Asegurese de que el numero mostrado en el retrato es igual al numero de respuesta que usted esta marcando en su hoja de contestaciones. Si no hay preguntas comience a marcar sus respuestas en los proximos 72 retratos. (Señal)

14-

85. Comience (Comienza musica continua con senales ritmicas cada 11 segundos)

86. Ya esta usted Listo para calcular los resultados del "Comparative Career Search" o busqueda de carrfras por comparacion. Cuando este proceso de puntajes sea completado, usted tendra

(7) puntajes -- seis (6) seran totales de las filas y uno (1) sera el numero total de respuestas (?). Cuando escuche esta senal...Bip...Usted debera detener el sonido y completar el paso indicado; entonces conience y saga las instrucciones.. (Señal)

87. Para comenzar, cuente el numbro de respuestas A que usted oscurecio a traves de las dos filas superiores en su hoja de contestaciones.....Escriba ese numero en el encasillado senalado por la flecha que apunta hacia el, y con la A sobre el mismo.....Respuestas A solamente, respuestas B no...Bip ...(Señal)

88. Continue contando el numero de respuestas A que usted oscurecio en las restantes cinco (5) filas dobles.....Escriba cada dos filas el total en el encasillado que la flecha apunta...Bip ...(Señal)

89. A continuacion, debera usted contar el numero de respuestas B que obscurecio. Esto se hace de forma diferente al conteo de respuestas A...Para Empezar, cuente el numero de respuestas B que obscurecio debajo de la primera columna de su hoja de contestaciones...Escriba dicho numero en el encasillado que tiene la B al lado, debajo de la hoja de contestaciones...Solo las respuestas B, las respuestas A no...Bip...(Señal)

90. Continue contando el numero de respuestas B que usted obscurecio en las proximas (5) columnas...Escriba el total de cada columna en el encasillado en que la flecha

apunta, es decir en la parte inferior de la pagina...Bip ...las respuestas B en la ultima columna no se cuentan, por lo tanto no se provee un encasillado para el numero total de B...(Señal)

91. A continuacion, las puntuaciones de los encasillados A y B se sumaran juntos...Observe el ejemplo en la pantalla... El numero que usted escribio en el encasillado A con un numeral romano I al lado, debe ser transferido al espacio debajo del encasillado B con el numeral romano...Sume ambos numeros para conseguir la puntuacion total del numeral romano I...Bip...(Señal)

92. Ahora continue transfiriendo cada total de A al espacio apropiado y sumelo al total de B con el numeral romano al lado...Bip...(Señal)

93. Para determinar el numero total de respuestas (?), cuente cada una de las respuestas (?) que obscurecio a traves de cada fila...coloque estos totales en los encasillados con flechas, al lado izquierdo de cada fila...Las respuestas (?) solamente...Bip...(Señal)

94. Sume todos los totales de los encasillados con flechas (?) y escriba dicha suma en el encasillado total de (?) al fondo de la pagina...Bip...(Señal)

95. Voltee su hoja de contestaciones...Observe el ejemplo en la pantalla...En el area circulada hay siete (7) encasillados de numerales romanos y un (1) encasillado de signo de interrogacion...(Señal)

96. Tranfiera su puntuacion total del lado uno (1) a estos siete (7) encasillados...por favor escriba sus numeros tal que cubran los numerales romanos dentro de los encasillados... Bip...(Señal)

97. Los siete (7) encasillados que usted acaba de transferir, pueden ahora ser interpretados, usando las graficas superiores o las inferiores del lado numero dos. Usted debera marcar una X a traves de la grafica que no usara. La grafica superior es la apropiada si usted es mujer, y la inferior si usted es hombre. (Señal)

98. Cada grafica de barra es un retrato tri-seccionado que compara sus puntajes con aquellos obtenidos por otras personas que han tomado esta encuesta. Comience sus cpmparaciones con la grafica que tiene los signos de interrogacion (?) sobre ella... Mire a su propio encasillado de (?)...Si usted es mujer y su puntuacion en (?) es de 32 o mas, o si usted es hombre y su puntuacion en (?) es de 37 o mas, usted debera tener mucho cuidado acerca del valor que dara a los restantes resultados ....Estar indeciso es una caracteristica de muchas personas que estan aun explorando sus vidas...Si su puntuacion cae en los dos rangos inferiores, usted tiene razones para poner mas importancia a sus resultados...(Señal)

99. Cada uno de los restantes seis (6) encasillados tiene una grafica de barra para que compare sus resultados con los de los demas... (Señal)

100. Para determinar el rango de su crafica de barra para sus restantes seis puntajes, estudie este ejemplo...La puntuacion para el encasillado del numero romano I, es seis (6). Este numero seis tambien puede encontrarse en el numero total de puntuaciones en el lado izquierdo de la hoja de contestaciones. Dibujando una flecha desde el seis (6) hasta la grafica de barra sobre el numeral romano I, conectamos una seccion de la grafica de barra con la letra B en ella. (Señal)

101. De la misma forma usted puede encontrar la seccion y la letra que corresponda a cada uno de sus seis (6) encasillados. Ahora proceda a marcar sus puntuaciones...Bip...Si cualquier numero parece caer entre dos secciones, use los de arriba... (Señal)

102. Luego que halla descubierto sus seis (6) codigos de contraste de letras, transfiera cada letra al circulo en blanco apropiado en la parte superior de su hoja de contectaciones. Hay un circulo en blanco para cada uno de sus seis codigos en letras...Bip...(Señal)

103. Codigos de tipo A representan las areas de su mas fuerte interes...Tome algun tiempo ahora y estudie las ocupaciones y los campos de estudio bajo estos codigos de tipo A...Bip ...(Señal)

104. Enfoque su atencion de nuevo en al pantalla...Las personas que trabajan en ocupaciones enlistadas en cada columna tienen intereses de carreras similares. Su personalidad vocacional queda sugerida por la agrupacion o "Cluster" de nombres dado

a cada grupo de trabajadores. En la mayoria de los casos, usted encontrara que su personalidad vocacional es una combinacion de mas de una agrupacion...Bip...(Señal)

105. Vuelva su hoja de contestaciones al lado I...En la parte superior de su hoja de contestaciones...Encuentre los seis encasillados mostrados en este ejemplo...Esto es una escala para ayudarle a determinar la consistencia de sus selecciones para retratos repetidos en la encuesta...(Señal)

106. Compare sus respuestas con los retratos (5) y (71)...¿Son sus respuestas iguales o son diferentes?...(Señal)

107. Si son iguales, coloque una marca (✓) dentro de los cuadrantes (5) y (71)...Si sus respuestas son diferentes, deje los cuadrantes en blanco...(Señal)

108. En cada lado de los restantes cinco (5) cuadrantes, estan los numeros de los retratos que usted debe marcar en la misma manera...Bip...Mientras menos marcas (✓)...Mayor la confiabilidad del resultado de su examen...(Señal)

109. CREDITOS

APPENDIX C

The enclosed printed answer sheets are the English and Spanish versions of the answer sheets thus far prepared for the Comparative Career Search vocational interest test.

NAME _____ DATE _____

SEX _____ GRADE _____ AGE _____ COUNTY _____

SCHOOL _____

COMPARATIVE CAREER SEARCH

A FILMSTRIP PROJECTOR, SCREEN, CASSETTE PLAYER, PENCIL, AND THIS ANSWER SHEET ARE REQUIRED TO COMPLETE THIS SURVEY.

DIRECTIONS: Fill in your name, date, sex, grade, age, county, and school.

(signal) This is a survey to assist you in discovering those jobs that interest you most. Your answer sheet has seventy-two (72) spaces for you to mark . . . . . (signal)

The film shows people at work. Two photographs are of persons doing *different* jobs. The drawings beside them are clues to the tasks they are performing . . . . . (signal)

During the survey, you will be asked to select your preference for the upper drawing and photograph—labeled A, or the lower pair—labeled B . . . . . (signal)

You will then mark your answer to show the choice of work *you* prefer—that is, *either* A or B. If you *cannot decide*, blacken in the (?) response space . . . . . (signal)

The pictures show people at work. Your choice—A or B—should *not* be influenced by the sex of the persons in the pictures, but by the work they are doing . . . . (signal)

On the left side of the answer sheet is an example box. In a few moments, you will be using this box to mark your preference for three sample pictures . . . . . (signal)

Remember, if you prefer the kind of work pictured in A, blacken the response space below the letter A. If you prefer the kind of work pictured in B, blacken the B response space. If you cannot decide, you may blacken the (?) space. Mark *only one* response for each picture. You will have about 10 seconds to mark your choice for *each* of the next three pictures . . . . . (signal)

Do you have any questions? If you do, stop the sound until your questions are answered . . . If there are no questions, begin marking your responses to the next 72 pictures. Make certain the number shown in the picture is the same as the response number you are marking on your answer sheet . . . . . (signal)

Begin

EXAMPLE BOX

	A	B	?
X			
Y			
Z			

DO NOT MARK IN THIS BLOCK

Use Pencil Only—Do Not Use A Pen Erase Any Mistakes Completely
Be Sure Each Mark Is Black And Completely Fills The Box

SIDE 1

? A ÷ B = TOTAL

	A	B	?
1			
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72			

□ + □ = □ I

□ + □ = □ II

□ + □ = □ III

□ + □ = □ IV

□ + □ = □ V

□ + □ = □ VI

II ___ III ___ ___ V ___ IV ___

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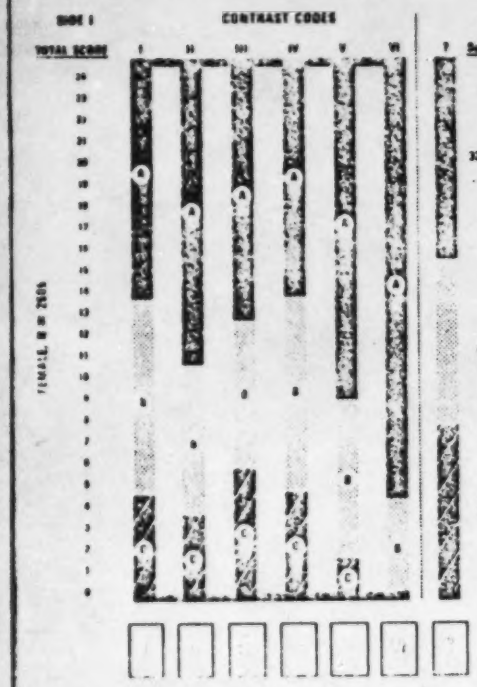
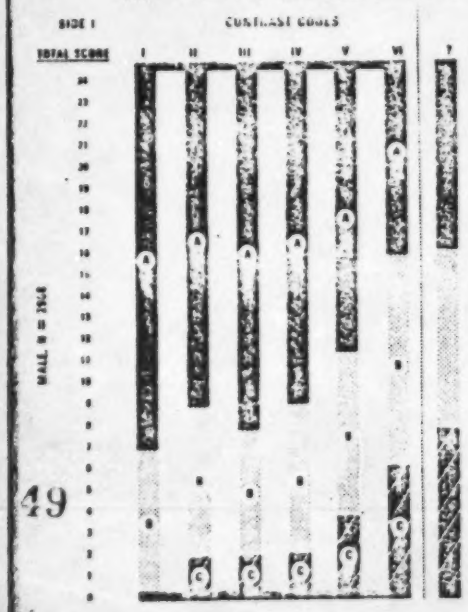
NCS Data-Reflex E 1744 54321

SIDE 2





OCCUPATIONS

I	II	III	IV	V	VI
Accountant Accounting Machine Operator Accounting Statistical Clerk Biller Bookkeeper Business (Commercial) Teacher Calculator Operator Cashier Certified Public Accountant Clerk Stenographer Court Reporter Credit Manager Data Processing Worker Duplicating Machine Operator File Clerk Library Clerk [illegible] Key Punch Operator Mail Clerk Office Worker Payroll Clerk Proofreader Receptionist Secretary Sorter, Machine Operator Tabulating Machine Operator Telegraph Operator Telephone Operator Teller Timekeeper Time Study Analyst Travel Clerk Typist	Apartment House Manager Auctioneer Auto Dealer Banker Contractor Customer Service Manager Demonstrator Department Store Manager Dispatcher, Motor Vehicle Employment & Claims Interviewer Farm Manager Florist Funeral Director Gas Station Manager Grocer Lawyer Librarian Life Insurance Salesperson Manager Manager, Restaurant/Bar Newspaper Carrier Office Manager Peddler Personnel Manager Postmaster Production Manager Radio/TV Announcer Real Estate Salesperson Recreation Director Recruiter Route Salesperson Sales Clerk Sales Engineer Sales Manager Salesperson Systems Analyst Travel Guide	Athletic Coach Claim Adjuster Clergy Cosmetologist Counselor Customs Inspector Dental Hygienist Dietitian Employment Administrator Employment Representative Extension Agent Flight Attendant Food Service Manager Historian Home Economist Homemaker Nurse Occupational Therapist Parole Officer Personnel Director Physical Therapist Podiatrist Politician Professional Athlete Recreation Director Rehabilitation Counselor Restaurant Proprietor Social Worker Teacher YMCA Physical Director Youth Worker	Actor-Actress Advertising Manager Architect Art Teacher Artist Astronaut Circus Performer Dancing Teacher, Dancer Designer Drama Coach Drama Teacher English Teacher Entertainer (Dancer, Singer) Fashion Illustrator Fashion Model Foreign Language Interpreter Forester Interior Decorator Journalist, Reporter Literature Teacher Music Teacher Musician, Orchestra Leader Photographer Photographer Photolithographer Poet Public Relations Person Sculptor Sign Painter Singer Songwriter Toy Designer Writer, Editor	Actuary Airplane Pilot Animal Health Technician Anthropologist Archeologist Astronomer Biologist Chemist College Professor Computer Programmer, Operator Dietitian Economist Electrical Engineer Electronic Technician Engineering Aide Engineering Technician Farm Advisor Game Warden Geologist Industrial Engineer Industrial Psychologist Laboratory Technician Lawyer, Judge Mathematics Teacher Medical Laboratory Assistant Meteorologist, Weather Observer Oceanographer Optometrist Orthopedic Technician Pharmacist Physician, Dentist, Surgeon Production Planner Psychiatrist Reporter, TV Tool Designer Tool Maker Veterinarian X-Ray Technician	Baker/Cook Bricklayer Butcher Carpenter Dental Technician Electrician Engineer Engineering Technician Farm Laborer Heavy Equipment Operator Industrial Arts Teacher Janitor Lineman, Cable Splicer Logger Machine Operator Mail Carrier Mechanic Miner Nursery Worker Optician Painter Plumber Police Officer Printer Railroad Engineer Roofer Sailor Sheet Metal Worker Stone Cutter Tool and Die Maker Truck Driver, Bus Driver Upholsterer Vocational Agriculture Teacher Welder

FIELDS OF STUDY

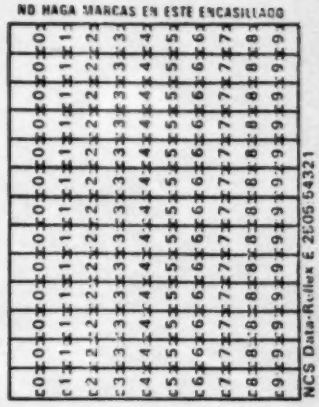
I	II	III	IV	V	VI
Accounting Bookkeeping Banking and Finance Business Education Business Machines Business Statistics Cashier Technology Clerk Typing Computer & Information Science Computer Programming Court & Conference Reporting Data Processing Duplicating Machine Operation Finance Hotel & Motel Assistance Key Punch Operation Labor & Industrial Relations Library Assistant Medical Record Technology Office Education Office Practice Personnel Technology Printing Technology Purchasing Receptionist/Typist Training Records Management Secretarial Studies Stenographic Programs	Advertising Technology Auctioneering Aviation Management Banking and Finance Business Economics Business Management Display Management Distributive Education Farm Management Fashion Merchandising Food Distribution Funeral Service Technology Government Services Industrial Marketing Insurance Marketing Investments & Securities Labor Relations Law Legal Assistance Marketing Technology Mechanical Production Merchandising Mortuary Science Personnel Management Purchasing Personal Service Technology Radio-Television Real Estate Retail Merchandising Sales Technology Small Business Administration Tailoring Traffic Management Travel & Recreation Technology	Athletics & Recreation Audiology Assistance Beauty Culture & Barber Bible Study Child Care Corrections Cosmetology Dental Assistance Dental Technology Dietetic Technology Dry Cleaning Environmental Health Technology Health Care Homemaking Education Hotel Motel Restaurant Management Inhalation Therapy Manicurist Medical Assistance Medical Record Technology Mental Health Technology Nursing Assistance Occupational Therapy Operating Room Technology Optical Technology Ornamental Horticulture Parks & Recreation Physical Therapy Assistance Podiatry Political Science Practical Nursing Public Service Technology Recreation Leadership Religious Training Sociology Social Work Assistance Speech Pathology Assistance Surgical Technology Teaching Teaching Assistance Urban Studies [illegible]	Applied Design Architectural Design Architectural Drafting Art Art History & Appreciation Broadcasting Technology Cinematography Commercial Art Commercial Music Clothing Technician Dance Dramatic Arts Foreign Language Graphic Design Interior Design Technology Journalism Lithography Manufacturing Design Technology Music History & Appreciation Musical Instrument Training Photography Printing & Publishing Product Design Publications Technology Radio/Television Speech Debate Stage Production Technical Illustration Technical Materials Publication Tool/Casting Theater Arts	[illegible] Animal Science Technology Astronomy Chemistry Chemical Technology Commercial Pilot Training Computer Programming Crime Lab Technician Criminology Data Technology Dental Hygiene Electrical Technology Electronics Technology Engineering Geology Technology Graphic Arts Technology Greenhouse Floriculture Marine Biology Mathematics Medical Laboratory Assistance Medical Technology Metallurgical Technology Operating Room Technology Optometry Plant Pathology Radiologic Technology Urban Planning Technology Zoology	Agribusiness Agricultural Science Carpentry Air Conditioning & Refrigeration Technology Aircraft Assembly and Mechanics Animal Husbandry Automotive Assembly and Tech Book Store, General Merchandising Building Trades Cabinet Making Carpentry Training Commercial Baking Culinary Arts Diesel Training Electric Power Electromechanical Technology Fire Protection Technology Food Processing Technology Food Service Training Forestry Technology Furniture Upholstery Glazier Training Heavy Equipment Operations Home Appliance Maintenance Horticulture Ironworker Training Lather Training Law Enforcement Machine Technology Marine Technology Mechanic Technology Millwright Painter Training Pattern Maker Training Plasterer Training Plumbing & Pipefitter Training Roofing Training Sheet Metal Training Shoe, Boot, & Saddle Repair Small Engine Repair	Transportation Technology Well & Repair Welding Training

NOMBRE _____ FECHA _____

SEXO _____ GRADO _____ EDAD _____ CONDADO _____

ESCUELA _____

NO HAGA MARCAS EN ESTE ENCASILLADO



BUSQUEDA DE CARRERAS POR COMPARACION—COMPARATIVE CAREER SEARCH

PARA COMPLETAR ESTA ENCUESTA SE NECESITAN: UN PROYECTOR DE PELICULAS, UNA PANTALLA, UNA GRABADORA Y LA HOJA DE CONTESTACIONES.

INSTRUCCIONES: Escriba su nombre, la fecha, su sexo, grado, edad, condado y su escuela.

(señal) Esto es una encuesta para ayudarlo a descubrir aquellos trabajos que más le interesan. Su hoja de contestaciones contiene setenta y dos (72) espacios, donde usted marcará su respuesta ..... (señal)

La película muestra personas en sus trabajos. Dos de las fotografías son de personas ejecutando diferentes trabajos. Los dibujos contiguos son guías de las tareas que llevan a cabo ..... (señal)

Durante la encuesta, se le pedirá que indique su preferencia entre los dibujos y las fotos superiores—tituladas A, o la pareja inferior—tituladas B ..... (señal)

Luego marcará aquella contestación que muestra la alternativa de trabajo que usted prefiere—es decir, A o B. Si no puede decidir, oscurezca el espacio de la respuesta (?) ..... (señal)

ENCASILLADO DE EJEMPLO

Los retratos muestran personas trabajando. Su selección—A o B—no debe estar influenciada por el sexo de las personas en los retratos, si no por el trabajo que realizan ..... (señal)

En el lado izquierdo de la hoja de contestaciones hay un encasillado de ejemplo. En unos momentos estará usted usando este encasillado de ejemplo para indicar su preferencia entre los tres retratos de muestra ..... (señal)

Recuerde: si usted prefiere el tipo de trabajo mostrado en A, oscurezca el espacio de respuesta debajo de la letra A. Si prefiere el tipo de trabajo mostrado en B, oscurezca el espacio de respuesta B. Si no puede decidir, oscurezca el espacio (?). Marque solamente una respuesta por cada retrato. Usted tendrá alrededor de 10 segundos para marcar su decisión por cada uno de los siguientes tres retratos ..... (señal)

¿Tiene alguna pregunta? Si tiene alguna detenga el sonido hasta que su pregunta sea contestada ..... Si no hay preguntas comience a marcar sus respuestas en los próximos 72 retratos. Asegúrese de qué el número mostrado en el retrato es igual al número de respuesta que usted está marcando en su hoja de contestaciones ..... (señal)

Comience

5		71
13		69
21		67
6		72
14		70
-22		68

Use Lapiz Solamente—No Use Boligrafo Borre Completamente Cualquier Error
Asegurese De Que Cada Marca Esta Oscurecida Y Que Llena El Encasillado Completamente

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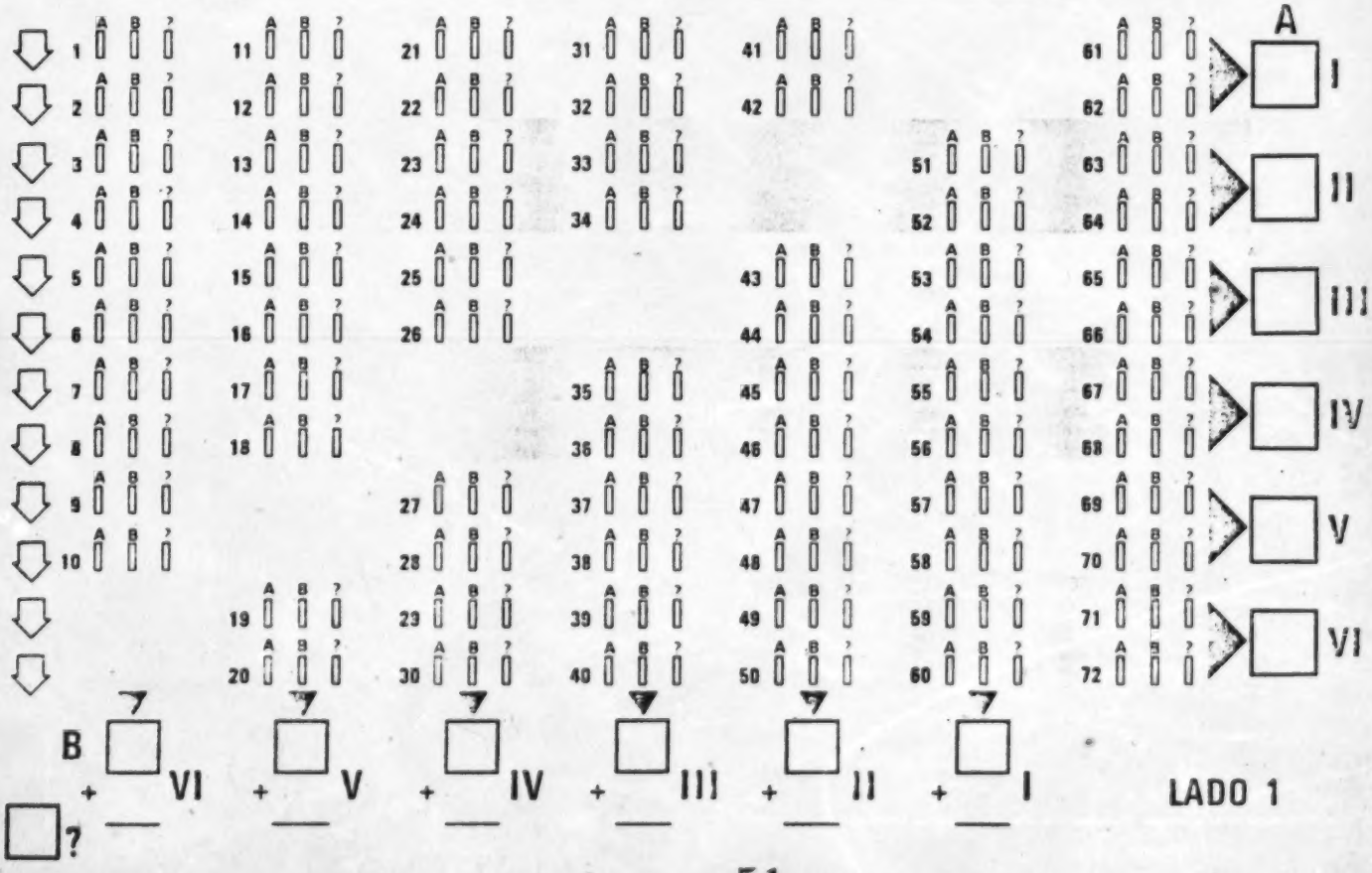
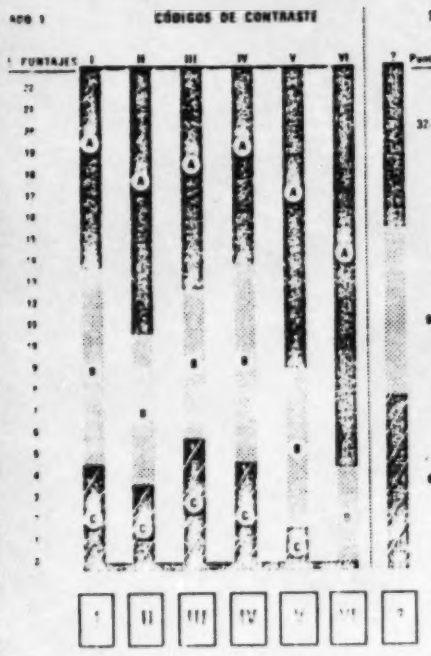
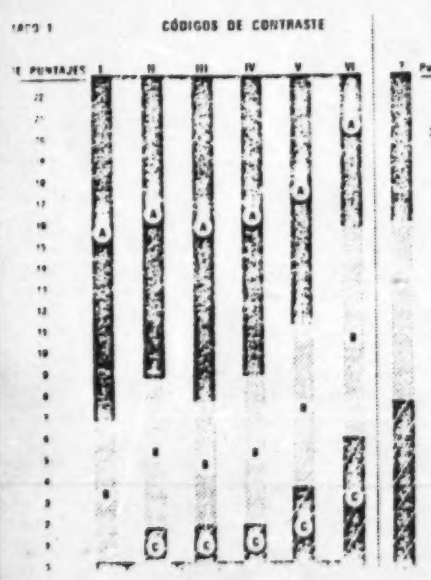


LADO 2





OCUPACIONES

I

- Contador
- Operador de Máquinas de Contabilidad
- Contabilidad/Oficinista Estadístico
- Cobrador
- Teneedor de Libros
- Maestro de Administración Comercial
- Operador de Calculadoras
- Cajero
- Contador Público Certificado
- Taquígrafo
- Reportero de Juzgado
- Administrador de Crédito
- Operador de Procesamiento de Data
- Operador de Máquina Duplicadora
- Archivador
- Cobrador de Supermercado
- Operador de Imprenta de Alta Velocidad
- Recepcionista de Hotel
- Perforador de Tarjetas de Computadora
- Oficinista de Correo
- Empleado de Oficina
- Oficinista de Nómina
- Corrector de Pruebas de Imprenta
- Recepcionista
- Secretaria
- Operador de Máquinas de Coser
- Operador de Máquinas de Teleimpresora
- Telefonista
- Teléfonista
- Cajero
- Cronometrista
- Analista del Estado del Tiempo
- Agente de Viajes
- Mecanógrafo

II

- Administrador de Apartamentos
- Subastador
- Vendedor de Automóviles
- Banquero
- Contratista
- Consejo de Servicios al Consumidor
- Demostrador
- Administrador de Tiendas por Departamento
- Despachador de Vehículos de Motor
- Vendedor de Enciclopedias
- Gerente de Granjas
- Florista
- Administrador de Funerales
- Gerente de Estación de Servicio
- Bodeguero
- Abogado
- Bibliotecario
- Agente de Seguros de Vida
- Administrador de Seguros
- Gerente Restaurante/Barra
- Reportero de Periódico
- Administrador de Oficina
- Vendedor Ambulante
- Administrador de Personal
- Administrador de Correos
- Administrador de Producción
- Anunciador de Radio y Televisión
- Agente de Bienes Raíces
- Director de Ventas
- Recluta dor
- Dependiente de Tienda
- Ingeniero de Ventas
- Gerente de Ventas
- Vendedor
- Analista de Sistemas
- Guía de Viaje

III

- Entrenador de Deportes
- Apuntador de Reclamaciones
- Cirujano
- Cosmetólogo
- Orientador
- Inspector de Aduana
- Higienista Dental
- Dietista
- Administrador Educacional
- Representante de Empleo
- Agente de Extensión
- Asistente de Vuelo
- Gerente de Servicios de Comida
- Historiador
- Economista Doméstico
- Fabricante de Casas
- Enfermero
- Terapista Ocupacional
- Oficial de Probatoria
- Director de Personal
- Terapista Físico
- Pediatra
- Político
- Ahorro Profesional
- Director Recreacional
- Consejero de Rehabilitación
- Propietario de Restaurante
- Trabajador Social
- Maestro
- Director Físico de YMCA
- Trabajador de Juventud

IV

- Actor/Actriz
- Administrador de Anuncios
- Arquitecto
- Maestro de Arte
- Artista
- Caricaturista
- Actores de Circo
- Maestro de Baile/Bailarín
- Dibujador
- Entrenador de Drama
- Maestro de Inglés
- Animador (Bailarín-Cantante)
- Ilustrador de Modas
- Modelo
- Intérprete
- Peletero
- Decorador de Interiores
- Reportero Periodístico
- Maestro de Literatura
- Maestro de Música
- Músico-Director de Orquesta
- Fotógrafo
- Fotolitógrafo
- Poeta
- Agente de Relaciones Públicas
- Escultor
- Pintor de Anuncios
- Cantante
- Escritor de Canciones
- Diseñador de Juguetes
- Escritor/Editor

V

- Escribano
- Piloto de Aviación
- Técnico de Salud de Animales
- Astrónomo
- Bacteriólogo
- Botánico
- Químico
- Profesor Universitario
- Programador de Computadoras
- Detective
- Economista
- Ingeniero Eléctrico
- Técnico Electrónico
- Reparador de Equipo
- Agente del FBI
- Reparador de Instrumentos
- Técnico de Laboratorio
- Abogado/Juez
- Maestro de Matemáticas
- Asistente de Laboratorio Médico
- Meteorólogo, Observador del Tiempo
- Oceanógrafo
- Optómetra
- Quiropráctico
- Farmacéutico
- Médico, Dentist, Cirujano
- Planeador de Producción
- Psiquiatra
- Reporter de Televisión
- Diseñador de Herramientas
- Veterinario
- Técnico de Rayos X

VI

- Cartero/Postalero
- Alcalde
- Carnicero
- Carpintero
- Técnico Dental
- Electricista
- Ingeniero
- Técnico de Ingeniería
- Granjero Ranchero
- Asistente de Enfermo de Hollera
- Bombero
- Guardabosque
- Guardián de Parques
- Jardinero
- Operador de Equipo Pesado
- Maestro de Artes Industriales
- Conserje
- Tenedor de Libros (Teléfono y Telégrafo)
- Curtidor de Madera
- Operador de Máquinas
- Cartero
- Mecánico
- Minero
- Trabajador de Cuidado de Niños
- Óptico
- Pintor
- Plomero
- Oficial de Policía
- Impresor
- Ingeniero de Carreteras
- Sastre
- Marinero
- Trabajador de Láminas de Metal
- Cortador de Piedra
- Fabricante de Herramientas y Troqueles
- Empleado de Empresas Públicas
- Tejedor
- Maestro de Agricultura Vocacional
- Soldador

CAMPOS DE ESTUDIO

I

- Contabilidad
- Teneduría
- Banca y Financiamiento
- Educación Comercial
- Mecanografía Comercial
- Estadísticas Comerciales
- Tecnología de Casas Registradoras
- Mecanografía de Oficina
- Ciencia de Información y Computadoras
- Procesamiento de Computadoras
- Principios Legales de Contratos
- Procesamiento de Data
- Operación de Distribución de Máquinas
- Finanzas
- Ayuda de Vuelos y Aterrizaje
- Operación de Perforación de Tarjetas
- Relaciones Laborales e Industriales
- Asistencia Bibliotecaria
- Tecnología de Registros Médicos
- Educación de Oficina
- Prácticas de Oficina
- Tecnología de Personal
- Tecnología de Imprenta
- Compra y Venta
- Reconocimiento/Adiestramiento de Mecanografía
- Administración de Registros
- Estudios Secretariales
- Programa de Taquigrafía

II

- Tecnología de Aduanas
- Subastación
- Administración de Aviación
- Bancos y Financiamiento
- Economía de Comercio
- Administración de Exposición
- Administración de Distribución
- Educación en Distribución
- Administración de Granjas
- Comercio de Modas
- Distribución de Alimentos
- Terminología de Ciencias Funerarias
- Servicios Gubernamentales
- Mercado Industrial
- Mercados de Seguros
- Inversiones y Valores
- Relaciones Laborales
- Leyes
- Asistencia Legal
- Tecnología de Mercadeo
- Publicación Periódica
- Ventas
- Cursos de Matemáticas
- Administración de Personal
- Compras
- Tecnología de Servicios Personales
- Radio y Televisión
- Bienes Raíces
- Venta al Detal
- Tecnología de Ventas
- Administración de Pequeños Negocios
- Carretería
- Supervisión de Tráfico
- Tecnología de Viajes y Recreación

III

- Atletismo y Recreación
- Asistencia de Audiología
- Bacteria y Patología
- Estudio Bíblico
- Cuidado de Niños
- Corrección
- Cosmetología
- Asistencia Dental
- Tecnología Dental
- Tecnología de Dieta
- Patología de Perros
- Tecnología de Calidad Ambiental
- Cuidado de la Salud
- Educación de Fabricación de Casas
- Administración de Hoteles, Moteles y Restaurantes
- Terapia de Inhalación
- Almacén
- Asistencia Médica
- Tecnología de Registros Médicos
- Tecnología de Salud Mental
- Asistencia de Enfermería
- Terapia Ocupacional
- Tecnología de Salas de Operación
- Tecnología Óptica
- Horticultura Ornamental
- Parques y Recreo
- Asistencia de Terapia Física
- Podiatría
- Ciencias Políticas
- Enfermería Práctica
- Tecnología de Servicios Públicos
- Liderazgo Recreacional
- Entrenamiento Religioso
- Sociología
- Asistencia de Trabajo Social
- Asistencia de Patología del Habla
- Tecnología Veterinaria
- Magistratura
- Asistencia de Veterinario
- Estudios Urbanos

IV

- Diseño Aplicado
- Diseño Arquitectónico
- Delineante Arquitectónico
- Arte
- Apreciación de la Historia del Arte
- Tecnología de Radiodifusión
- Cinematografía
- Arte Comercial
- Música Comercial
- Vestidos y Textiles
- Baile
- Artes Dramáticas
- Idiomas Extranjeros
- Diseño Gráfico
- Tecnología de Diseño Interior
- Periodismo
- Litografía
- Tecnología de Diseño de Manufactura
- Apreciación de la Historia de la Música
- Entrenamiento de Instrumentos Musicales
- Fotografía
- Imprenta y Publicación
- Diseño de Productos
- Tecnología de Publicación
- Radio y Televisión
- Grabados y Bobinas
- Producción de Escenarios
- Ilustración Técnica
- Publicación de Materiales Técnicos
- Teledifusión
- Artes Teatrales

V

- Tecnología Aeroespacial
- Tecnología de Ciencias Animales
- Astronomía
- Química
- Tecnología Química
- Entrenamiento de Piloto Comercial
- Programación de Computadores
- Tecnología de Laboratorio Criminal
- Criminología
- Citotecnología
- Higiene Dental
- Tecnología Eléctrica
- Tecnología Electrónica
- Ingeniería
- Tecnología Geológica
- Tecnología de Instrumentos
- Mantenimiento Electrónico
- Biología Marina
- Matemáticas
- Asistencia de Laboratorio Médico
- Tecnología Médica
- Tecnología Meteorológica
- Tecnología de Sala de Operaciones
- Optometría
- Patología de Plantas
- Tecnología de Radiología
- Tecnología de Planificación Urbana
- Zoología

VI

- Agri Comercio
- Ciencias Agrícolas
- Agronomía
- Tecnología de Aire Acondicionado y Refrigeración
- Mecánica de Automóviles y Reparación
- Cuidado de Animales
- Tecnología y Ensamblaje Automotriz
- Albañilería Concreta, Piedra, y Ladrillos
- Ocupaciones en Construcción
- Construcción de Gabinetes
- Entrenamiento de Cosmetología
- Banca Comercial
- Artes Culinarias
- Entrenamiento de Conductor de Vehículos de Motor
- Energía Eléctrica
- Tecnología Electromecánica
- Tecnología de Protección Contra Incendios
- Tecnología de Energía de Fluido
- Entrenamiento de Servicios de Comida
- Tecnología Forestal
- Tapicería de Muebles
- Entrenamiento de Videojuegos
- Operaciones de Equipo Pesado
- Mantenimiento de Aparatos de Hogar
- Horticultura
- Entrenamiento en Herrería
- Entrenamiento en Enfermedad
- Agente de Orden Pública
- Tecnología de Máquinas
- Tecnología Marina
- Tecnología Mecánica
- Plantas de Fibra Bolsas y Transmisiones
- Entrenamiento en Pintura
- Entrenamiento en Fabricación de Patrones
- Entrenamiento en Empotrado
- Entrenamiento en Instalación de Cañerías y Plomería
- Entrenamiento en Techado
- Entrenamiento en Láminas de Metal
- Reparación de Zapatos Botas y Sillas de Motor
- Reparación de Pequeños Motores
- Entrenamiento en Soldadura
- Reparación en Polea